



Questions marked with a * are required

Respondent Information

Thanks for taking this survey! To shorten the time you need to spend on this survey and to ensure that we have broad participation from the key people in your district, please indicate your primary job function from the listing below. If you are not a technologist, you will see a different set of questions that reflect your particular knowledge of your district's environment and functions.

1. My primary job function is: *Please select only one answer. **

- ☐ Superintendent
- ☐ Asst. /Deputy/Assoc. Supt. for Curriculum/Instruction
- ☐ Asst. /Deputy /Assoc. Supt. for Technology
- ☐ Asst. /Deputy/Assoc. Supt. for Business Affairs
- ☐ Technology Director
- ☐ Curriculum Director
- ☐ Business Director/Manager
- ☐ Technology Coordinator
- ☐ Curriculum Coordinator
- ☐ Purchasing Agent
- ☐ School Board Member
- ☐ Education Industry Member
- ☐ School Principal
- ☐ Teacher
- ☐ Other -- Please indicate your role in relation to education here to continue and take the complete survey.

If you select "Other" you must enter a value here to continue.

2. What type of institution are you associated with?

- ☐ Public school or district
 - ☐ Intermediate unit or regional center
 - ☐ Catholic school or diocese
 - ☐ Other private K-12 school (independent or religious)
 - ☐ College or university
 - ☐ Not in education establishment
 - ☐ Other (Please Specify)
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3. What is the total enrollment in your school district or diocese? Please answer even if you are in a school-level position in the district.

- ☐ Under 1,000 Students
 - ☐ 1,000-2,500 Students
 - ☐ 2,500-5,000 Students
 - ☐ 5,000-10,000 Students
 - ☐ 10,000-25,000 Students
 - ☐ More than 25,000 Students
 - ☐ Don't Know
 - ☐ Not Employed by a District
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4. So you can remain anonymous but we can tabulate results, would you please share the name of your school district ?

5. And in which state are you located? *If you are not in the US, please indicate your country and province or other regional indicator.*

Ubiquitous Technology and the Digital School

The National Educational Technology Plan calls for "Ubiquitous Technology" in our nation's schools. **For the purposes of this survey, we define Ubiquitous Technology as "each student and teacher has one Internet-connected wireless computing device for use both in the classroom and at home."** (In this study, we are excluding computers on mobile carts and other occasionally ubiquitous solutions.)

This study assumes that some variation of ubiquitous technology will power the Digital School, one in which ubiquitous devices and digital content enable students to learn differently than has been possible before. We will use the terms 'ubiquitous technology' and '1:1 computing' interchangeably in this study.



This section should be completed by all superintendents.

1. When you think about adopting 1:1 computing in your district, how important are the following features for a system? *We know you will require highly reliable, multi-functional systems with safety and security built in, but how important are the features below?*

	Extremely Important	Important	Somewhat Important	Not Very Important	Not At All Important
Strong administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher professional development program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full building implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tied directly to curriculum and student tools (bundled solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software tool focus (Office suite, Internet, multimedia production, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capable of supporting formative and summative assessments, including state level high-stakes assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher access from any remote site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full grade-level implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low Total Cost of Ownership (TCO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trusted curriculum sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student access from any remote site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-owned devices can access the school system's resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Devices that can go home with students to extend the time for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2. Ubiquitous technology can reduce the time, distance and cost of delivering information directly to students. Teachers can spend substantially more one-on-one time with each student and can personalize the education experience to each student's needs. *How does your district's view of instructional technology compare to this premise?*

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
My district's instructional methodology views align with the above premise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate your district's views on ubiquitous technology in relation to the statements below.

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
We support ubiquitous technology in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We support it in high schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We support it in middle schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We support it in the upper elementary grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We believe ubiquitous technology is affordable in our district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We oppose ubiquitous technology as a goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We oppose ubiquitous technology in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. Technology developments ensure that there will be more types of computing devices in the future, not fewer. Some tools will be single purpose, like the graphing calculator or a dedicated word processor, while others will be multipurpose, like a laptop or tablet. What do you think is the likely mix of devices in your district in the next five years?

	Very Likely	Likely	Somewhat Likely	Not Likely	Very Unlikely
Standardized to one device (likely to be multipurpose) for 1:1 computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantities of a specific device, but not strictly 1:1, in conjunction with other devices for specific purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movement towards 1:1 but take a phased in approach... 1:1 at some levels of schooling, carts at others, devices at others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Roles and Influences

While titles may be similar across school districts, actual roles of individuals vary greatly. Please give your honest assessment of roles and influences in your district.



This section should be completed by all superintendents.

5. How influential is the technology director in the district's decision-making process? *Please indicate the amount of influence the technology director has in each of the following areas.*

	Extremely Influential	Influential	Somewhat Influential	Not Influential	Not At All Influential
Academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning environment of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over-all strategic vision of the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Which leader has the most influence in shaping the district's technology policy? *If desirable, you may identify more than one person for a function and more than one function for a person.*

	Superintendent	Asst. Supt. for Instruction	Asst. Supt. for Technology	Asst. Supt. for Business	Technology Director
Sets policy and direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates guidelines for purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchases materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Which leader has the most influence in shaping the district's curriculum policy? *If desirable, you may identify more than one person for a function and more than one function for a person.*

	Superintendent	Asst. Supt. for Instruction	Asst. Supt. for Technology	Asst. Supt. for Business	Curriculum Director
Sets policy and direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates guidelines for purchases and installations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchases materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Climate for Change

The climate for change is important to the success of any large scale initiative. This section will explore the factors related to change and change management.



This section should be completed by all superintendents.

8. To what degree does your district demonstrate leadership in adopting technology-based initiatives?

Indicate your level of agreement with the statements below regarding large-scale technology-based change initiatives.

	Strongly Agree	Agree	Agree	Somewhat Disagree	Strongly Disagree
Our teachers have been supportive of large scale technology-based change initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school board has been supportive of large-scale technology-based change initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district's public constituency is supportive of large-scale technology-based change initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district has a reputation and the processes in place to successfully manage large-scale change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district is unified with a common vision for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The union contractual situation in my district is conducive to large-scale technology-based change initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Has your local government passed any bond issues or tax increases specifically including education in the past three years? Please indicate all areas that were included in the initiative below.

	Yes, a bond issue or tax increase was passed.	No, a bond issue or tax increase was not passed.
New Construction	<input type="radio"/>	<input type="radio"/>
New Technology	<input type="radio"/>	<input type="radio"/>
New Curriculum	<input type="radio"/>	<input type="radio"/>

10. Does your local government plan to initiate any bond issues or tax increases specifically including education in the next three years?

- ☐ Yes
- ☐ No
- ☐ Don't Know

11. Have you already begun implementing 1:1 computing in at least one grade?

- ☐ Yes
- ☐ No

Curriculum

The National Educational Technology Plan calls for “Ubiquitous Technology” in our nation's schools. **For the purposes of this survey, we define Ubiquitous Technology as "each student and teacher has one Internet-connected wireless computing device for use both in the classroom and at home."**

This study assumes that some variation of ubiquitous technology will power the Digital School, one in which ubiquitous devices and digital content enable students to learn differently than has been possible before. We will use the terms 'ubiquitous technology' and '1:1 computing' interchangeably in this study.

If every student has a device, curriculum solutions will change and evolve. Where and how do you want students to get digital content? Is the textbook replaceable? Under what conditions? At what grade levels?



This section should be completed by curriculum/instruction leaders.

1. Have you already begun implementing 1:1 computing in at least one grade?

*

☐ Yes

☐ No

2. What is a digital textbook; we are assuming it is more than simply digital text...so what becomes

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

Is capable of being linked to a school and a district's performance tracking system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is accessible via new and evolving technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be delivered via a school portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adheres to universal design principles making it accessible to Learning Disabled, Special Needs and multiple-ability level students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers colorful, visual, active representations of hard to understand concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports multi-modal usage including software that can be used in a variety of modes - whether 1:1, teacher presentation, collaborative student peer-to-peer, work groups, etc. (Also known as multi-modal model)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is capable of assessing/diagnosing student level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can simulate hard to understand concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Over the next five years, how do you see the role of the traditional textbook changing? Please indicate your level of agreement with each of the following:

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
Everything will stay the same	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks will become supplemental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks will evolve with more references to electronic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We'll use the electronic versions of the textbook as core curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We'll use the print and electronic version of the textbook as core curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Textbooks, both print and electronic, will gradually become supplemental materials and will be replaced by a new generation of electronic instructional materials as core curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. Over the next five years, how do you see the role of print supplemental materials changing? Please indicate your level of agreement with each of the following:

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
The way they are used will stay the same	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They will contain more references to digital materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll use the digital versions of these	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

They will gradually be replaced by a new generation of digital instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5. Over the next five years, how do you see the role of films, videos or slides (that cannot be delivered via the computer) changing? *Please indicate your level of agreement with each of the following:*

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
The way they are used will stay the same	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They will contain more references to digital materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll switch to the digital version of these	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They will gradually be replaced by a new generation of digital instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Over the next five years, how do you see the role of digital supplemental materials changing? *Please indicate your level of agreement with each of the following:*

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
The way they are used will stay the same	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

They will contain more references to digitized textbooks or other core curriculum materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll use these as <u>part of</u> the core curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll use these <u>as</u> the core curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How will your expenditure for digital supplemental materials change?

	2006	2008	2011
Please indicate estimated dollar expenditures (rounded to the nearest thousand) for each of the 3 years indicated.	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. How do you provide access to digital supplemental materials in your schools? *Please indicate present and future degrees of usage below.*

	Limited Use Now (2006)	Extensive Use Now (2006)	Limited Use Future (2011)	Extensive Use Future (2011)
Access provider's server over wide area network-based servers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store content on local district or school-based servers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Download content and play it off of a local desktop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Download and store provider's content on disc/CD/DVD for later use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull provider's content directly off of the Internet and use it live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How important are the following conditions to your district's adoption of a primarily digital curriculum, defined as one where more than half (50%+) of all instructional materials dollars are spent for digital content? Please indicate the relative importance of each of the conditions below.

	Extremely Important	Important	Somewhat Important	Not Important	Not At All Important
More evidence that it would help student test scores go up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More evidence that it increases students' desire to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requests from teachers for more electronic curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better tech support from suppliers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More content available for every subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The infrastructure would have to be bullet-proof (99% uptime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to integrate into the district's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of students could access electronic curricula from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More flexible pricing and licensing terms and conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
True use of digital content that exploits the medium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requests from parents for more electronic curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased demand for students prepared for math, science and technology jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher quality digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requests from students for more electronic curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase in teachers' ability to use electronic curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Does your district still maintain separate budgets for basal or core curriculum purchases as compared to supplemental instructional materials?

- ☐ Yes
- ☐ No
- ☐ Don't Know

11. Does the current adoption process allow all materials to be evaluated equally? *Please indicate your level of agreement with each of the following statements.*

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
eLearning programs are viewed as only supplemental and are not evaluated as part of the core curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print textbooks and digital media are evaluated equally as core curricular materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital media, including streaming video, are evaluated for their unique capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital media are required to fit into standards designed for print materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital media are viewed as only supplemental and are not evaluated as part of the core curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Print textbooks are the standard and the foundation for the process

☐ ☐ ☐ ☐ ☐

12. Over the next five years, to what degree will fee-based digital instructional content be used by your school district as compared to free digital content?

	Widely Used	Used	Used Somewhat	Used Rarely	Used Not At All
Free public domain information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other free materials from the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fee-based Subscription Services, including reference materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fee-based one-time purchases, such as iTunes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development



This section should be completed by curriculum/instruction leaders.

13. Professional Development is important in any major initiative. *Is your district's professional development up to the task of supporting a 1:1 initiative?*

- ☐ Yes, certainly
- ☐ Yes, with modifications
- ☐ No
- ☐ Don't Know

14. What would you recommend as a budgeted amount for professional development on a per-student basis annually in the first years of an ubiquitous technology implementation?

- ☐ Less than \$10 per student
- ☐ \$10 per student
- ☐ \$25 per student
- ☐ \$50 per student
- ☐ \$100 per student
- ☐ \$200 per student or more
- ☐ Don't know
- ☐ Other

eLearning

eLearning is the delivery of a learning, training or education program by electronic means. eLearning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

eLearning can involve a greater variety of equipment than online education, for as the name implies, "online" involves using the Internet or an Intranet. CD-ROM and DVD can also be used to provide learning materials.



This section should be completed by curriculum/instruction leaders.

15. How do you deploy eLearning in your district? *

- ☐ Staff Development
- ☐ Student Courses
- ☐ Do Not Use eLearning

16. Which features of eLearning do you value for your district? Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Agree	Somewhat Disagree	Strongly Disagree
Provides development of courseware, including sophisticated visuals, that we could not provide otherwise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows students to choose when and where they will access course work materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows expert teachers from other places to teach our students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students to take charge of their own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides consistent content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows teachers to choose when and where they will access course work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides affordable content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows students to learn at their own pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduces the burden of staff development for the district staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course is a mix of content delivered virtually from third-party suppliers and instructional support on site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course is delivered virtually to any site that student designates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher is physically present for some or all of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How important are supplemental materials that teachers can use to build their own courses for eLearning? *Please indicate the importance for each of the curricular areas below.*

	Extremely Important	Somewhat Important	Not Very Important	Not At All Important
High School Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School AP Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle School Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary School Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ubiquitous Technology and the Digital School

The National Educational Technology Plan calls for “Ubiquitous Technology” in our nation's schools. **For the purposes of this survey, we define Ubiquitous Technology as "each student and teacher has one Internet-connected wireless computing device for use both in the classroom and at home."** (In this study, we are excluding computers on mobile carts and other occasionally ubiquitous solutions.)

This study assumes that some variation of ubiquitous technology will power the Digital School, one in which ubiquitous devices and digital content enable students to learn differently than has been possible before. We will use the terms 'ubiquitous technology' and '1:1 computing' interchangeably in this study.



This section should be completed by technology leaders and school business officials.

1. Has your district already begun implementing 1:1 computing in at least one grade? *

- ☐ Yes
- ☐ No

Academic Performance Results of 1:1 Practitioners

Of critical interest to schools, vendors and policymakers is whether or not implementing an ubiquitous technology environment will have a positive academic impact. And, if there is a positive academic impact, to what should it be attributed?



These questions should be answered only by district technology leaders and school business officials who have implemented 1:1 computing in some way in the district..

2. Current Environment: How many total classrooms are in the district?

3. Current Environment: How many students are in the district?

4. What data do you have that would allow evaluation of academic performance results based on 1:1?

Please check all that apply.

- ☐ Independent rigorous evaluation by academic institutions
- ☐ Informal outside evaluations by other institutions, such as regional labs and R&D centers
- ☐ Systems Providers or vendor-led evaluations
- ☐ District-led and implemented evaluation
- ☐ Usage and performance data from the applications used by teachers and students including time on task, more instructional time, etc.
- ☐ Test score data (pre-post)
- ☐ Classroom anecdotal data
- ☐ Other

5. Based on the results you have, how much academic improvement have you seen that could be attributed to 1:1?

	Significantly	Moderately	Not Much	Not At All	Haven't Tracked
Improves Academic Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How did you implement 1:1 in your district? Please check all that apply.

- ☐ A discipline or subject area at a time
- ☐ A grade or grades at a time across a building
- ☐ A classroom or classrooms at a time
- ☐ A grade or grades at a time across the district
- ☐ A building or buildings at a time
- ☐ Other Approach. Please Describe

Ubiquitous Technology Plans

If you have not started to implement ubiquitous technology, your thinking about the future can be valuable, especially when compared with districts that have already begun implementation.



This section should be answered only by district technology leaders and school business officials who have NOT started to implement 1:1.

2. Current Environment: How many total classrooms are in the district?

3. Current Environment: How many students are in the district?

4. How much do you expect ubiquitous technology to improve academic performance?

	Significantly	Moderately	Not Much	Not At All	Don't Know
Improves Academic Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What is your target year for implementation of ubiquitous technology with a significant number of students? *Please indicate the appropriate school year. If you do not expect to reach the specified target levels please enter '0000' in the year.*

In what year will one quarter of your students be using ubiquitous computing?

In what year will one half or more of your students be using ubiquitous computing?

6. If you plan to implement 1:1 computing, where are you going to start? *We plan to implement 1:1 computing:*

- ☐ A discipline or subject area at a time
- ☐ A grade or grades at a time across a building
- ☐ A classroom or classrooms at a time
- ☐ A building or buildings at a time
- ☐ A grade or grades at a time across the district
- ☐ We do not plan to implement ubiquitous computing
- ☐ Other -- Please describe

Home School Connection

Increasingly, the connection between home and school has become a responsibility of technology departments to expedite. This section will address these areas.



This section should be completed by technology leaders and school business officials.

7. Home connectivity is frequently cited as desirable for optimum improvements in student performance.

How has the home connectivity question been handled in your district? *Please indicate your level of agreement with the following statements.*

	Strongly Agree	Agree	Agree Somewhat	Disagree	Strongly Disagree
We already have a home connectivity solution in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are issues of connectivity now: some students can't get broadband from either Telco or cable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll need to find a wireless solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our state or municipality is going to help us	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our local Telco providers will help us when the time comes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We'll count on a parent assessment to fund this	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a major unsolved issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not plan to deal with home connectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How important is the bandwidth at students' homes in decisions regarding implementation of both eLearning and learning in general?

	Extremely Important	Somewhat Important	Not Important	Not At All Important
eLearning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How many parents access learning resources from the district and its schools once a month or more frequently?

	None	Less than 5%	5-10%	10-25%	25% Plus	No Resource Available
Parents visit Community Learning Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents access learning resources electronically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assumptions for the Future

"Prediction is difficult ...particularly when it involves the future." —Mark Twain.



This section should be completed by technology leaders and school business officials.

10. Assume you have a total picture of costs, savings, and re-allocation of existing expenditures in a fully ubiquitous technology environment.

Please enter the affordable annual budget for a student device, including initial purchase price, technical support staffing costs, software licenses, maintenance, batteries and other hardware peripherals. Please indicate the annual cost in whole dollars for a single student device.

11. Our crystal ball shows a new category of device on the horizon, which we've named the "Student Appliance". It fits between the traditional business laptop and handheld devices. For the purposes of this survey this device has the following definition:

- Designed specifically for education
- Low Total Cost of Ownership (TCO)
- Wireless networking
- Rugged & light weight (2 pound target)
- Battery life of 6 hours or more
- Color screen – at least 7" diagonal and 800x480 resolution
- Clamshell or tablet form factor but including a keyboard
- Instant-on operating system, such as Embedded XP, Windows CE, or Linux
- Flash memory, i.e., no hard drive or rotating storage
- Software to include: a full set of local applications for word processing, spreadsheets, math function plotters, etc., a highly functional web browser and a broad range of file viewers and media players.

	Very Likely	Likely	Somewhat Likely	Not Likely	Not At All Likely	Don't Know
How likely are you to adopt a Student Appliance for use by each student by 2011?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What is your current and future installed base for each of the following devices in all the schools in your district? PLEASE ESTIMATE the total number of units for each item.

We are looking for instructional usage by teachers and students. We know that portable game devices and cell phones are typically carried in by students; however, please estimate the total number actually used in the classroom, regardless of ownership, as a baseline number.

	2006 (Spring)	2011 (Proj.)
Desktop PC	<input type="text"/>	<input type="text"/>
Desktop Mac		
Laptop PC	<input type="text"/>	<input type="text"/>
Laptop Mac		
Tablet PC	<input type="text"/>	<input type="text"/>
Thin Client		
Student Appliance	<input type="text"/>	<input type="text"/>
Handheld Device		
Portable Game Device	<input type="text"/>	<input type="text"/>
Cell phone		

13. How many computers will be using each of the following operating systems this year and in 2011?

Please count each computer only once and enter the total number of clients using each operating system.

	2006	2011
Windows Vista	<input type="text"/>	<input type="text"/>
Windows XP		
Windows 2000 and earlier	<input type="text"/>	<input type="text"/>
Mac OS 10 and follow-ons		
Windows CE	<input type="text"/>	<input type="text"/>
Linux and derivatives		
Other	<input type="text"/>	<input type="text"/>

19. Where do library on-line reference materials get budgeted?

- ☐ Technology budget
- ☐ Library/Media budget
- ☐ Curriculum budget
- ☐ Other (please specify)

20. Budget by Category: Please enter the dollar amounts for each category in your 2006-2007 school-year budget. Please enter whole dollar amounts (rounded to the nearest thousand). Then PLEASE ESTIMATE for 2008 and 2011.

	2006	2008	2011
Non-Instructional (Definition: technology associated with district mainframes, student information systems, payroll, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student Devices			
Science probeware	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other in- classroom hardware			
Multimedia devices (Cameras, projectors, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Electronic Whiteboards			
Home connectivity (including infrastructure, systems and content)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professional consulting (Including major infrastructure and development. Excluding tech support services delivery)			
Instructional networks	<input type="text"/>	<input type="text"/>	<input type="text"/>
Supplemental software			
Core curriculum software	<input type="text"/>	<input type="text"/>	<input type="text"/>

Instructional Tools software				
Formative assessment software				
High stakes assessment software				
Professional Development				
In house tech support				
Outsourced tech support				
Maintenance (Hardware and software)				
Other				

A Technologist Looks to the Future

EXTRA CREDIT: We know you have just completed a long survey, but we would appreciate responses to the following if you can help us look at the future.



This section should be completed by technology leaders and school business officials.

How important is TCO, really, in district technology decisions? TCO is defined as Total Cost of Ownership including personnel, infrastructure and any other costs, as defined by the Consortium for School Networking (CoSN).

Extremely Important: Before making large purchases, we always do a full TCO life cycle analysis including all personnel costs, batteries, product disposal costs, etc.

Not At All Important: We find TCO is difficult to estimate accurately and it is generally not a factor in our purchases.

	Extremely Important	Somewhat Important	Not Important	Not At All Important
Importance of TCO in district decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you use open source software in your school district? Please provide current usage and estimate usage in 2008 and 2011.

	Widely Used	Used	Used Somewhat	Not Used	Not Used At All
2006	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2008	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2011	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many SIF (Schools Interoperability Framework)-certified software agents do you have in your district? (See www.sifinfo.org for more detail.) Please provide the number of agents below.

What percent of your applicable inter-application transactions will be processed via SIF in:

2006	<input type="text"/>
2007	
2008	<input type="text"/>
2009	
2010	<input type="text"/>
2011	

How much WiMax (802.16) will you have in 2006? How much do you estimate will be in use in your school district in 2011? Please estimate the number of base stations and clients with WiMax.

	In 2006	In 2011
Base Stations	<input type="text"/>	<input type="text"/>
WiMax clients including clients embedded in laptops		

How many RFID tags and readers are in use in your district in 2006? How many will be in use in 2011?

	In 2006	In 2011
RFID Tags		
RFID Readers		

	Bandwidth per student in 2006	Bandwidth per student in 2011
<p>What is the actual available bandwidth to the Internet on a per student average basis today in 2006? Note that this is a new way to define bandwidth. Our definition is calculated by dividing the bandwidth of the district ISP connection to the Internet by the number of students. For example, a district with 20,000 students supported by a T3 line (45 megabits/second) would be $45,000,000/20,000 = 2.25$ Kbits/second/student.</p> <p>Please enter answer in Kilobits per second.</p>	<input type="text"/>	<input type="text"/>

Your Thoughts

You may have special insights that we would like to capture in the open-ended questions below.



This section is optional, but we appreciate your input! Please answer any questions that you wish.

Please comment on your plan for ubiquitous technology. What is the outlook for ubiquitous technology in your district?

What single change to your district's technology policy would have the greatest effect on student performance?

State education policies, regulations and laws were generally written without contemplation of the Digital School. *To meet a goal of ubiquitous technology, what policies and laws, if any, would need to change in your state?* For example, does your state mandate the use of textbooks? As another example, should the College Board and ACT allow laptops to be used for their tests?

Which district policies could be changed that would facilitate ubiquitous technology in your district? At the simplest level, is your district telling students to turn off school-supplied digital devices when they get off the bus at home? *Please be as specific as possible.*

Does your district have barriers to the implementation of Ubiquitous Technology that are preventing you from moving forward despite a strong desire to do so? What are those barriers?

What changes do you believe are required in the textbook publishers' role for a successful ubiquitous technology environment

How are digital curriculum products currently reviewed prior to adoption?

What would make supplemental digital content more valuable for your district?

What other device functionality must be present that is not now generally available in the marketplace?

Are there manufacturer terms and conditions, such as warranty, service, support or other items, that need to be changed to allow 1:1 computing in your district?

Are there required changes or additions in the area of project management, tools, and capabilities that must be changed to enable 1:1 computing in your district?

My Future Involvement

We have found many educators interested in continuing this dialog. Please let us know if you would like to continue. If not, all information will remain confidential and no follow-up research will be conducted, except for clarification of your answers on this instrument.

To extend this survey beyond the limit of your answers, please join us in the ADS2006 Blog to be found at <http://.ads2006.org>

Active Involvement Beyond This Survey: If you would like to be further involved in this effort to assess the state of digital schools, please fill in your information below and we will supply your contact information to those sponsors and policymakers who request it. Your answers to this survey will not be part of the information supplied.

Name	<input type="text"/>
Title	<input type="text"/>
District Name	<input type="text"/>
District Address	<input type="text"/>
City State ZIP	<input type="text"/>
E-Mail Address	<input type="text"/>
Phone Number	<input type="text"/>

Participation in Further Research: Our sponsors would like the opportunity to engage you further in this dialog. This is for research purposes only. If you agree, you may be contacted by them with more research questions. In any case, your information will be held strictly confidential and utilized for research purposes only and **not** for sales or any other purposes.

I am willing to participate in further research with Discovery Education or Pearson Education. My contact information is provided solely to facilitate further research, according to generally accepted guidelines of the marketing research community, and may not be used for any other purpose. I understand that I may be contacted by these companies and asked to participate in further research, whether by phone, e-mail or in person.

Name	<input type="text"/>
Title	<input type="text"/>
District Name	<input type="text"/>
District Address	<input type="text"/>
City, State ZIP	<input type="text"/>
e-Mail Address	<input type="text"/>
Phone Number	<input type="text"/>

Thank you for completing the survey

Continue

Please contact info@ads2006.org. if you have any questions regarding this survey.

100%